SASP News

President's Message

Greetings SASP Members!

Sara E. House
Oklahoma State University

Greetings SASP Members! We have an excellent group of SASP Board members this year who are working hard to develop projects that will provide resources to current school psychology graduate students and promote the profession among high school and undergraduate students. Under the leadership of Kristin Rezzentano, (SASP President-Elect), Dr. Jessica Hoffman (Division 16's Vice President of Membership), and myself, the board has already began working on several projects to promote school psychology and SASP resources.

For example, Jessica Blasik (APAGS Liaison Chair) is in the process of expanding the newly developed SASP Network to include student representatives from all doctoral and specialist level school psychology programs in the nation (and Canada). Kelly Barker (Convention Chair) is working to make this year's SASP mini-convention at APA another successful student-led research event. Tyler Renshaw (Communications Chair) is in the process of enhancing SASP News to include

"The SASP Board exists to serve *you*."

more research-based articles that are applicable to students' scholarship and practice. Janine Kesterson (Technology Chair) has continued to keep our website up to date, and she has been working with the executive board and Division 16 to develop online school psychology groups. Anisa Goforth (Diversity Chair) has begun working on ways to promote School Psychology in diverse populations, including developing brochures for undergraduate Psi Chi programs and connecting with international school psychology students. And, lastly, Kaitlyn Stewart (Membership Chair) is working closely with Division16 to promote new membership opportunities for school psychology students.

The SASP Executive Board exists to serve *you* as current school psychology students. So, please read this issue of *SASP News* to learn more about the specific projects that SASP has started. Also, because we want to know what you think and what you need, please contact us at *saspweb@saspweb.info* if you have any suggestions, ideas, or questions.

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Sara E. House, M.A., *is the current SASP President and an advanced doctoral student in School Psychology at Oklahoma State University.*

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Editorial Information

Online Access

The 2009 SASP Executive Board: Meet the Officers

Edited by Tyler L. Renshaw | Communications Chair

PRESIDENT
Sara E. House

My Name is Sara House, and I am the 2009 SASP president. I am currently a third-year student in the School Psychology program at Oklahoma State University. When I first joined my program and I learned about SASP, I attempted to find out more about what the organization did through their website. Unfortunately, at that time the website was not user-friendly. So, when I was given the opportunity to take over as the interim technology chair for SASP in 2007, I jumped at the chance. As the technology chair, I updated the website to include easily accessible information to students. In 2008, I served as the SASP President-Elect. In this position, I helped the president and other board members develop a network of student representatives, and we took steps to simplify the SASP membership process.

I am excited about my current position in SASP. I have already had the great experience of attending APA's Division 16 Executive Committee meeting, at which I gained insight into the goals and vision of our parent organization. This year, Division 16 has developed the vision of "Science for Policy and Practice in School Psychology." This vision also reflects my goals as SASP President, which includes providing research-based resources to school psychology students and providing outlets for students to contribute their research to school psychology policy and practice. In addition to these goals, I also want to expand the communication between school psychology students and faculty throughout the nation. Furthermore, I would like to develop promotions to help inform undergraduate students about the school psychology profession. I am very excited about my upcoming year as SASP President and about working with the SASP Executive Board. The board is made up a group of students—from across the country—that is excited about accomplishing our goals. It is going to be a great year!

PRESIDENT-ELECT
Kristin Rezzetano

Hello, my name is Kristin Rezzetano, and I am the current SASP President-Elect. I am a third-year student at Duquesne University in Pittsburgh, PA. Last year, I had the pleasure of serving as SASP News Editor and Communications Chair. I am thrilled to begin working on my new responsibilities as President-Elect. Throughout this year, I will work to provide support to the new SASP President, SASP board members, and all student members. I also plan to advocate for the profession of school psychology by increasing awareness among undergraduate psychology students about the possibilities of a career in school psychology. Furthermore, I am committed to exploring ways in which we can expand school psychologists' roles as we meet the needs of an increasingly diversified society. My research interests include the study of behavioral and emotional difficulties in early childhood. I am currently working on research to support the provision of mental health consultation services in private community preschool facilities, as well as the development of school and community-based interventions to increase emotion regulation in young children.

CONVENTION CHAIR
Kelly Barker

Hello SASP members! My name is Kelly Barker and I am currently a third-year doctoral student in the School Psychology program at St. John's University. I serve as the Convention Chair of SASP, and I am responsible for the overall planning and running of the SASP mini-convention during the APA convention. What this entails for me is soliciting and reviewing student research proposals, coordinating a key note speaker, and scheduling the mini-convention events.

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My goal for this year is simple: I hope to increase student participation and attendance at the SASP mini-convention and APA convention. I am optimistic that this year will be a convention worth attending, and that the mini-convention will provide students with high-quality programming, appealing to a wide variety of interests, all relevant to school psychology graduate students.

DIVERSITY CHAIR
Anisa N. Goforth

Asalam aleikum! ¡Hola! Sues'day!

It is a pleasure to be your SASP Diversity Chair this year! As an Australian and American citizen who has lived in 7 countries, I am excited to help broaden our definitions of culture and multiculturalism as school psychology increasingly incorporates ideas of diversity into research and practice.

I hope to use my personal experiences and research interests to expand the role of Diversity Chair. I am a dual-citizen, but I did not live in the United States prior to attending Lewis Clark College in Portland, Oregon. I was multi-lingual (I have lost my Indonesian and Portuguese, but retained a bit of Spanish) and I am a global nomad. This unique background has also influenced my research interests. I am currently investigating how to adapt an evidence-based intervention to be culturally appropriate for a target population. I also plan to write my dissertation on the effects of acculturative stress on depression rates among Arab-American adolescents.

As Diversity Chair, I have several goals that I would like to achieve this year. First, I hope to promote diversity and diversity issues through a mentorship program in collaboration with members of Division 16. The hope of this program is that graduate students may benefit from a professional in the field who understands the challenges of being a cultural minority, LGBT, or male student. This mentor can provide advice about seeking academic positions, developing networks, or conducting research. Second, I hope to develop connections with undergraduate programs to promote interest in school psychology and encourage members from a variety of cultural groups to apply for graduate school. These connections may be in the form of SASP letters or brochures discussing

advantages of getting into the field of school psychology. Finally, I hope to create connections with school psychology programs across the globe to promote the research and practice of school psychology internationally. By connecting with organizations such as the International School Psychology Association, I hope to disseminate information about international school psychology programs and international exchange programs.

APAGS LIASON CHAIR
Jessica Blasik

Hello fellow school psychology students. My name is Jessica Blasik and I am your SASP Liaison Chair. I'm a third-year school psychology doctoral student at Duquesne University in Pittsburgh, PA. I'd like to start by letting you know what I've been up to so far. Recently, I've been in contact with some additional school psychology programs across the country in hopes of expanding our membership and others' involvement in SASP. I have contacted several other schools that already have SASP chapters as well as one that is starting its own chapter soon. Sara House (SASP President), Kristin Rezzetano (SASP President-Elect) and I are also in the process of developing a survey for exploring what other school psychology programs are doing, what seems to be working, what is helpful, etc. Although this project is currently in the early stages of development, once the survey is completed and conducted, we will share the results with you via the SASP Network. As for any other upcoming endeavors, we will keep you posted.

If you have any questions, comments, or concerns, feel free to contact me at *jessica.blasik@gmail.com.* Take care, and good luck this semester.

TECHNOLOGY CHAIR
Janine Kesterson

Hi! My name is Janine Kesterson and I am in my second year as technology chair for SASP. At Oklahoma State University, I am a second-year PhD student who just received my Maters of Science in December. My current research interests are attribution theory, labeling bias, and

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self-efficacy with students who have skill deficits. Some career aspirations of mine are to work in public schools and, possibly later in my career, conduct research for the government in the education sector. In my spare time to relax, I enjoy working out, shopping, traveling, and playing with my dog Maize.

As technology chair, I maintain the website, listserv, and Facebook group that update students in school psychology about upcoming conferences, scholarships, publication opportunities, and other happenings within SASP and within the broader field of school psychology. If you have any questions about the SASP website (*http://saspweb.info*) or if you wish to see anything added to it, please email SASP at *saspweb@saspweb.info.*

MEMBERSHIP CHAIR
Kaitlyn Stewart

Hi everyone! My name is Kaitlyn Stewart and I am the newly elected Membership Chair of SASP. Currently, I am in my second year of the School Psychology doctoral program at the University of California, Santa Barbara. My research interests include international school psychology, at-risk adolescents, and early intervention/prevention in relation to mental health issues in the schools. In my non-academic time, I like to be outside in beautiful Santa Barbara, hiking or gardening. I also spend time volunteering at the local animal shelter.

In my role as Membership Chair this year, my ultimate goal is to increase the membership of SASP, so that it becomes more representative of all graduate students in the field of School Psychology. Mainly, my duties consist of processing membership applications and helping School Psychology programs establish SASP chapters at their university.

Lastly, I have some important information to share: Starting February 2009, any new (non-renewing) SASP member will also receive one year of free affiliate-membership to Division 16. So, please contact me (*kstewart@education.ucsb.edu*) if you know anyone who would like membership information or if you are interested in starting a SASP chapter at your university.

COMMUNICATIONS CHAIR
Tyler L. Renshaw

Howdy. I'm excited to share with you my big dream for this year. But first, here's a little background on me: I'm a second-year doctoral student in the combined Counseling, Clinical, and School Psychology program—with a *school* substantive area emphasis—at the University of California, Santa Barbara. Broadly, my scholarly interests include (but are not limited to) empowering significant caregivers, ecological assessment and intervention, and sundry theoretical and conceptual issues related to research methods and practice. When I'm not doing school psychological stuff, I'm usually outside playing with my almost-two-year-old son or running with my hard-to-catch wife.

Now, on to my big dream: As the Communications Chair this year, my dream is that *SASP News* will transform into a quintessential resource and outlet for graduate students in school psychology. Ultimately, I envision that this quarterly newsletter can become an accessible publication wherefrom we can all share and glean knowledge, awareness, and insight regarding critical issues in the field. Last year, Kristin Rezzetano (the former editor) laid a solid foundation for the newsletter by soliciting high-quality articles on timely topics from both students and faculty. This year, I hope to build on her foundation by expanding the genres of articles, increasing the amount of student work published, and promoting the circulation of the newsletter both within and without the SASP membership. This edition, which you are now reading, is *our* first step in that direction.

With that said, I encourage you to join me and many others in progressing this fledging newsletter. We plan on releasing three more editions throughout this year, but this is only possible with your help. *SASP News* needs you—and that's not an understatement. For more information regarding the newsletter or the submission process, please see *page 2* of this edition. And if you have any questions, please contact me at *trenshaw@education.ucsb.edu.*

I hope to hear from some (if not many) of you!

School Psychology Graduate Students as Agents of Social Justice: The Importance of Discourse

Angela Lombardo & David Shriberg
Loyola University Chicago

In January, Angela found herself conversing with some acquaintances who attended our university, but a different program. As she sat with the group, they discussed their decision to attend our current university over others. A young man sat next to her expressing his frustration with mounting debt he had accrued while attending a private university; his undergrad degree had left him fairly debt-free. She offered the question, "But, isn't it worth it because our school has the focus on social justice, and because being a person living for others is the mission of our school?" He looked at her as if she had just spoken an unknown language.

It must be said, this isn't the first time that one of us has been surprised at the reaction of a peer when the term social justice has been mentioned. While Angela's initial reaction was to compare her area of study to this young man's (school psychology and law, respectively), many individuals in school psychology have surprised us with their own comments and thoughts regarding social justice as well as their avoidance of it. We have been surprised because, to us, a commitment to social justice goes hand in hand with our personal decisions to enter the field and with the core goals and aspirations of school psychology. However, thus far in our respective careers (Angela is currently a second-year graduate student in school psychology; Dave is currently in his sixth year as a school psychology faculty member), we are acutely aware that the term *social justice*, with all it entails, is not commonly found in school psychology discourse. We are

"The term *social justice*, with all it entails, is not commonly found in school psychology discourse."

also acutely aware that this may not be by accident. That is, while we consider ourselves lucky to be in the presence of others at Loyola who openly and freely discuss social justice, through our personal contacts and through our involvement in NASP's Social Justice Interest Group (Dave is the founder and co-chair of this group), we are also aware that many graduate students are in programs where they either have not yet found outlets for these discussions or, in some cases, where they feel that promoting a social justice agenda would not be viewed favorably by other students, faculty, and field supervisors. For those graduate students who may not feel the support of others in their program, or for those who are not sure with whom they can discuss these topics, it is our hope that this article—in which we emphasize the importance of discourse—can serve as an outlet for your interest in this topic as well as a guide for how to move forward with a social justice agenda.

PLACING SOCIAL JUSTICE IN FAMILIAR TERMS

In school psychology, the problem solving model is typically one of the first things learned in graduate education. In basic terms, the model emphasizes gathering information, analyzing information, and taking action according to that information. Discourse and action in social justice is fairly similar. First, one must gather information. This involves getting in tune with one's own thoughts about social justice. It means thinking about the parts of social justice that are most salient, the topics that excite one most, and the personal nature of social justice. Following this self-assessment, one must then gather information about others. This means figuring out what others think about social justice, what topics are salient to them, and what excites other people and motivates them to

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work towards social justice. Next, the model requires analysis of this information. Such analysis is important because it allows one to evaluate what data have been gathered and to then make such data meaningful to the individual. Once the individual knows with whom and where such discourse can take place, the final step is to act on this information with a purpose to further advance socially just causes. However, it should be noted that acting on information does not always mean taking action. It can simply mean engaging in dialogue about social justice issues with other graduate students, professors, and the educators, children, and families one comes in contact with in the field. Once one finds others interested in these such topics, building connections with people for further conversations is one route the initial discourse may take. Other routes could include taking action via community activities, presentations, and the execution of planned events. While these actions are all valid options for the final stage of this process, the focus here is on discourse and the continuing need for conversations surrounding social justice. Because without foundational discourse and established conversation partners, one's great ideas may fall on deaf ears.

> **"Our personal view is that social justice involves challenging the status quo when it is unjust as well as working with integrity and responsibility for justice for all people."**

HARD TO DEFINE?

If social justice action strategies can be viewed as similar to more generic problem-solving strategies (albeit with a more explicit thrust towards challenging the social and political status quo) and if social justice ideas are consistent with the goals of school psychology, why aren't more persons in school psychology discussing social justice? One possible explanation is that many people lack the language to engage in social justice discourse, in part because social justice can be difficult to define. In fact, it is recognized that a clear definition of social justice does not really exist—it is an abstract concept that people define differently. When conceptualizing social justice, some persons may think of the constructs of ensuring the rights of all people, regardless of background, belief system, or lifestyle. Others may believe that social justice involves a service to other people, whether it is working with them, caring for them, or aiding them in advancing their causes. Our personal view is that social justice involves challenging the status quo when it is unjust as well as working with integrity and responsibility for justice for all people. Unlike many related fields, social justice isn't a buzz word in the field of school psychology—yet. However, the term is being found in increasingly more literature and more discourse in practice as the field of school psychology evolves—as evidenced by a recent School Psychology Review mini-series on "Promoting Social Justice" (Power, 2008).

> **". . . *acting on* information does not always mean *taking action*."**

DISCOURSE IN GRADUATE EDUCATION

So, if the field can and might be moving in a direction that supports social justice, what sort of opportunities do graduate students preparing to be school psychologists have for taking part in social justice-oriented activities? The first option is to engage in the conversations some might consider uncomfortable—conversations about cultural diversity, socio-economic status, sexual orientation, and different (dis)abilities. In having such discussions, questions might get answered, unknowns might be discovered, stereotypes may be explored, and graduate students may gain knowledge in different areas surrounding these topics. The other benefit of having such conversations is that they might spark subsequent conversations that lead to longstanding discussions. The conversations do not need to occur in formal educational settings. Engaging in a conversation with a peer or a professor in a coffee shop or on the way to a parking garage is adequate for progressing toward this goal. Such conversations can enhance the relationship as well as allow both parties to examine each others' points of view.

> **"We encourage students to question the mindset of professionals . . . to ensure that they are learning . . . to provide services in a socially-just manner."**

School Psychology Graduate Students as Agents of Social Justice: The Importance of Discourse

DISCOURSE IN PRACTICE

During their field experiences, school psychology practicum students and interns are taught the ways that certain districts work, how the job is viewed by others, and how to do the job according to their supervisors. The practicum and internship years are formative in the career of the school psychologist; this is where many form the habits and practices they will espouse throughout their careers. It is often difficult, in these positions, to practice in a manner different from that of a supervisor. However, we encourage students to critically question the mindset of professionals with whom they work during these formative years and to ensure that they are learning best practices to provide services in a socially just manner. By constantly evaluating the practices of peers and professionals, practicum and intern students can further develop their ideals regarding and practices supporting social justice. Following such evaluation, continuing discourse with field supervisors, peers, and professors will further the causes embodied in practicing in a socially-just manner by encouraging them to act to this end. With this in mind, it is also important to remember the respect and responsibility that comes with being a practicum student and intern. While working towards social justice is important, it is also essential to work with integrity under a supervisor and within the bounds of the school district.

DISCOURSE IN RESEARCH

Finally, presentations, papers, and projects can all be completed with social justice themes in mind. In graduate work, the information learned and presented can help others engage in learning about themes related to social justice. Operating with a multicultural perspective could enhance presentations and papers, required by coursework, to ultimately inform peers and faculty about matters related to social justice.

LOOKING FORWARD

We believe that socially just practice is an aspiration for many school psychology graduate students. However, translating the aspiration to practice can be a daunting task. If your goal is to fight for social justice, but you have not thought through what this aspiration entails, it is likely that the strategies you select in pursuing this purpose may be ineffective or incoherent. In many cases, this lack of clarity is followed by frustration when your actions do not have the desired impact, ultimately leading some to conclude that effecting social change is not possible. Given this, this article has sought to provide some concrete strategies for getting started as an agent of social justice. These strategies are centered on the importance of discourse, both with oneself and with those around you. That is, we recommend you begin with a self-assessment of your personal strengths, definitions, and desired points of emphasis as an agent of social justice. Armed with this knowledge, you can then apply the problem-solving skills that you have been learning as a graduate student to connect with others, gather information, and form a more targeted plan to maximize your impact. Furthermore, you can become a leader—through your words and actions—to other students who are unsure of their capabilities but who are striving to be change agents themselves. Ultimately, we believe that the construct of social justice can provide a powerful moral framework for action, and we are excited by recent developments in the field that allow a social justice agenda to be an obtainable aspiration for school psychologists.

> **"Operating with a multicultural framework [can] . . . inform peers and faculty about matters related to social justice."**

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Encopresis: Science to Practice During Internship

Mary Skokut
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When we think of toileting accidents in school settings, many of us probably conjure up images of toddlers and preschoolers who have not quite sealed the deal on toilet training. I did not predict that as an intern I would see several cases of encopresis within one elementary school. In fact, encopresis most often occurs in children ages five to ten, and about one in 100 children encounter this problem (Brown, 2004). In my first exposure to this disorder as an intern, as I embarked upon providing school-based intervention services for a student experiencing encopresis, it was a combination of great resources, consultation, and excellent supervision that guarded me against a potentially very messy situation.

BACKGROUND INFORMATION

Encopresis occurs when a child of four years or older is repeatedly passing feces into inappropriate places (American Psychiatric Association [APA], 2000). Much to the dismay of affected classroom teachers, administration, and school nurses, an "inappropriate place" may take the form of a child's clothing or the floor of a well-traveled classroom. In order to be considered encopresis, this type of soiling event must occur at least once a month for at least three months, and it may be either involuntary or intentional. Additionally, the DSM-IV-TR mandates that this behavior cannot be exclusively attributable to a general medical condition or the use of substances such as laxatives (APA).

Encopresis is further divided into two subtypes: Encopresis With Constipation and Overflow Incontinence, and Encopresis Without Constipation and Overflow Incontinence (APA, 2000). The first type, sometimes

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referred to as retentive encopresis, appears to be the more common of the two (Brown, 2004). In cases of retentive encopresis, constipation and withholding of bowel movements can lead to large amounts of impacted stool in the colon, which in turn can lead to painful bowel movements and the potential for a vicious cycle of pain and withholding. Constipation and impaction can also lead to decreased sensitivity in which the child does not recognize the need to use the bathroom and thus has leakage and subsequent accidents (Brown; Mellon, 2006). Clearly, there is a physical component to encopresis, even though this disorder is not caused by a general medical condition. Whether constipation originally developed due to psychosocial stressors, anxiety, fear of using the bathroom, dietary concerns, or other reasons, the resulting condition of encopresis may manifest quite similarly.

PSYCHOEDUCATION AND CONSULTATION

In my first encounter with encopresis outside of a textbook, I found it very helpful to share some basic information regarding encopresis with the multi-disciplinary team involved in the case. We arranged a meeting with the student's parents, teacher, school nurse, and the school psychology intern. I opened the information-gathering portion of the meeting by handing out a brief NASP handout on encopresis that was written specifically for parents (Brown, 2004). We used this handout to review the basic facts about encopresis, which helped to clear up a few myths and get all team members in a similar mindset based on empirical information. What stood out to me was how important it was to share that the

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Encopresis: Science to Practice During Internship

child was not in control of the accidents at this point. Understandably, many of the school staff were feeling frustrated, and several considered the situation a public health hazard. It can be difficult to understand why a typically-developing school-aged child is having repeated toileting accidents in the classroom. For several of the team members, learning that the behavior was not willful seemed to be the most important step in preparing the team to support this child in overcoming encopresis. Another piece of information that seemed important to share was that yelling and getting angry does not help a child with encopresis to recover (Brown, 2004). If anything, punishment and resentment might heighten the child's feelings of shame and result in stronger denial and attempts to hide accidents. By normalizing and empathizing with the frustration that parents and teachers dealing with encopresis are likely feeling, they may feel supported and more willing to hear that positive reinforcement is the key to helping the child regain continence.

> **"In addition to consulting with the school-based team, I learned that it is very important to consult with the child's pediatrician before conducting intervention."**

Psychoeducation is not only for the multidisciplinary team. I found that providing factual information on encopresis for the student also seemed to be quite therapeutic. You can imagine a school-aged child might assume that no other children their age are dealing with the embarrassment of not being able to control their bowel movements. By simply informing students of empirical findings, such as the frequency of the problem or how it is more common in boys than girls, this can provide normalization and help the child face the problem. It may also be helpful to let the child know that the problem is not their fault and that there are a lot of adults at school and at home who are going to support the child in overcoming this problem. Patience is a necessity, and it may be helpful to inform the child and the rest of the team that relapses are common and should not be met with discouragement.

> **"Patience is a necessity, and it may be helpful to inform the child and the rest of the team that relapses are common and should not be met with discouragement."**

In addition to consulting with the school-based team, I learned that it is very important to consult with the child's pediatrician before conducting intervention. The first reason to do this is to rule out any general medical condition that could be causing the accidents. The second reason to consult with the pediatrician is to coordinate treatment planning. I was tempted to begin a positive behavior support plan prior to consulting with the pediatrician because of pressures from school to "clean up" the situation, as well as my desire to get the student on the road to recovery and help the child avoid the social stigma that can result from frequent classroom soiling incidents. The behavioral support plan that I developed consisted of a token economy in which the student could earn points for following through with scheduled bathroom visits, as well as earning a higher amount of points when achieving the goal of an accident-free day. Luckily, I consulted with an experienced psychologist who strongly advised me to implement the behavior plan after consulting with the pediatrician. She warned me that a preemptive behavior plan could result in a sabotaged intervention. Pediatricians often prescribe stool softeners in cases of retentive encopresis as a first step toward reducing impaction and making bowel movements less painful. Thus, starting a token economy before softeners are prescribed may result in asking a child to do something painful in order to earn a reward. Or worse, the child may decide to purposefully withhold bowel movements in order to achieve an accident-free day, thus exacerbating the problem rather than helping.

INTERVENTION MONITORING

As with any intervention, ensuring that everyone on the team is aware of their role and ensuring that intervention progress is appropriately monitored are key steps toward a successful outcome. School psychologists can encourage the child and the multidisciplinary team to stay positive while also endorsing that patience will be needed in the event of relapses and a sometimes lengthy road to improvement. It may sometimes be appropriate to

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refer families for outside counseling and intervention from experts in the community. However, I also think that school psychologists are in an excellent position to lead a charge against encopresis due to their training in consultation, intervention, and progress monitoring, as well as their access to so many of the child's significant caregivers.

LESSONS LEARNED

I will close with a brief summary of some lessons learned from my internship-year rendezvous with encopresis. This topic has heightened my sense of the connections between the physical and the psychological and has convinced me of the need to resist the temptation to dichotomize psychological versus physical symptoms, when in reality the two are usually interrelated. It has also reminded me of the wide scope of cases that I will likely see while working in the schools, and that a career in school psychology will be a constant learning and growth experience.

• Don't be afraid to seek supervision from psychologists with particular expertise, especially when confronted with a unique topic or a complicated case. Luckily for those of us just entering the field, there is also a wealth of literature to give us a jump-start when dealing with a particular type of case for the first time.

• School psychologists can play a valuable role in cases such as encopresis by working to coordinate efforts between home, school, and the medical community.

• Although encopresis is by definition not caused by a general medical condition, it is helpful to be aware that encopresis still involves physical symptoms (e.g., constipation, fecal impaction, overflow soiling, painful bowel movements, withholding of bowel movements).

• A child with encopresis is often ashamed and may try to deny or hide their accidents. It is important to educate school professionals about this behavior so they understand that denial is actually quite common among

such students and is not necessarily (or perhaps even likely) a sign of a more severe underlying psychopathology.

• Individual and family counseling may be useful in addressing the social impact of encopresis and any underlying concerns or stressors.

• A multidisciplinary approach including assessment, psychoeducation, consultation, and intervention full of empathy, normalization, and offering of both factual information and positive behavioral support may be a prescription for success in cases of encopresis.

• Expressing appreciation to team members involved in intervening with encopresis (especially teachers and school nurses who are involved in the day-to-day efforts) may serve as a helpful morale booster during a potentially arduous intervention process.

> **". . . school psychologists are in an excellent position to lead a charge against encopresis due to their training in consultation, intervention, and progress monitoring, as well as their access to so many of the child's significant caregivers."**

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Movers and Shakers: Student Scholars at the University of Kansas

Jeaveen M. Neaderhiser
University of Kansas

The University of Kansas, situated atop Mount Oread, has a longstanding history of "movers and shakers" in many fields. Founded by proponents of the anti-slavery movement, the University opened its doors on September 12, 1866 to approximately 60 men and women. Today, the University accommodates 30,000 students each year, with 1,500 of them coming from other countries in the world. Its graduate School of Education programs are ranked among the highest in the nation.

Among these high-ranking programs is the School Psychology program. The APA and NASP accredited program is housed within recently constructed Joseph R. Pearson Hall, which is also home to several other education-related programs across four departments. It is also accredited by the National Council for the Accreditation for Teacher Education (NCATE) and the Kansas State Department of Education. There are four full-time faculty members in Drs. Patricia Lowe, Steven Lee, Matthew Reynolds, and Vicki Peyton. The program is also very fortunate to have the expertise and guidance of Dr. Julia Shaftel, Director of the Center for Psychoeducational Services, which provides training to Ed.S. and Ph.D. students participating in our program. One of the key features of the School Psychology program at the University of Kansas is its consultative model given to us by John Bergan. It was his belief that "the satisfaction of engaging in an activity focused directly on changing children's lives in ways that would promote their development would motivate school psychologists to change their roles" (Bergan, 1995). This contribution to

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> **"The study. . . has real-life implications for the ways we work with students with disabilities."**

our training program in School Psychology has motivated our students to strive to provide more than just assessment.

The faculty and staff members in the School Psychology program are known for their warmth and support. All of them have an open door policy and their willingness to collaborate with other departments is unparalleled. An example of this can be seen in the wide range of minor elective selections that our doctoral students choose year to year. Aside from commonly paired minor program offerings such as clinical child psychology and early childhood education, our students have also chosen minors in educational leadership and policy studies, economics, and applied behavioral sciences. Such diversity allows students to explore opportunities for growth in the field of school psychology through their individual and collective scholarship.

Such progressive scholarship is reflected in our students' creation of and participation in various research projects. For example, Jess Oeth, a fourth-year doctoral student, presented her research in positive psychology at the recent annual convention of the National Association of School Psychologists in Boston. She and her colleagues utilized a single-case study design to assess the effectiveness and maintenance of a transition program for an individual with significant disabilities. The evaluation criteria were based on a wisdom-based action framework that guided thematic development. More specifically, components of wisdom-based action that were assessed include (a) visions, (b) values, (c) knowledge, and (d) context. These results guided intervention strategies to facilitate the development of adaptive learning skills for the individual.

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Movers and Shakers: Student Scholars at the University of Kansas

The study was primarily action-based, which has real-life implications for the ways we work with individuals with disabilities.

Among other action-based applications of research, Erik Fister, a first-year doctoral student, will be gaining some experience this year in programmatic evaluation. Currently, he is working on two different grants, one of which allows him to partake in a four-year evaluation of a character education training program offered in 22 high schools across the state.

Matthew Grumbein, also a first-year doctoral student, will be working under the tutelage of Dr. Patricia Lowe examining the psychometric properties of a new multi-dimensional measure, the Test Anxiety Scale for Elementary School Students (TAS-E). This scale is designed to assess test anxiety in elementary school children in grades 2 through 6. Currently, there is no known multidimensional measure of test anxiety available for use with the early elementary school population based on recent conceptualizations of the test anxiety construct. The TAS-E was developed based on theory and research in the field of test anxiety, drawing upon by the work of Alpert and Haber (1960), Friedman and Bendas-Jacob (1997), Hodapp (1995), Morris and Liebert (1969), and Lowe et al. (2008). Students from local elementary schools will be recruited to participate in this validation study, which seeks to determine the psychometric properties of this anxiety scale in younger children. Given the current educational climate of high-stakes testing, this research could prove invaluable in aiding students, especially in the early stages of grade-school education, to successfully negotiate the world of state and other academic testing.

> **"Given the current educational climate . . . this research could prove invaluable in aiding students . . . to successfully negotiate the word of state and other academic testing."**

Liesl Edwards is a second-year doctoral student and has an interest in early childhood development. Currently, she works for the Juniper Gardens Children's Project of Kansas City, a nationally known organization that works with high risk populations in school settings. Working under Dr. Mary Abbot, Edwards seeks to determine the relationship between quality literacy instruction and its impact on early numeracy outcomes for preschool children. Given that there is some research to support that children with language disorders may also have difficulties with mathematics, Edwards hopes to find a correlate between quality of literacy instruction and math outcomes using known measures such as the Test of Preschool Early Literacy (Lonigan, Wagner, Torgesen & Rashotte, 2007, Peabody Picture Vocabulary Test, fourth edition (Dunn & Dunn, 2007), Dynamic Indicators of Basic Early Literacy Skills Letter Naming Fluency (Good & Kaminiski, 2002), First Sound Fluency and Word Part Fluency (Good & Kaminski, 2002), Phonological Awareness Literacy Screening Alphabet Knowledge (Invernizzi, Sullivan, Meier, & Swank, 2004), and Individual Growth and Development Indicators: Get it, Got it, Go, Vocabulary Fluency Assessment (Early Childhood Research Institute on Measuring Growth and Development, 1998).

Furthermore, Tiffany Arrington, a third-year doctoral student, in cooperation with Dr. David Hansen of the Department of Learning and Development, will be evaluating the effects of out-of-school and after-school programs to determine their impact on adolescent development of initiative, identity, teamwork skills and other developmental indicators. By using the Youth Program Quality Assessment, a structured observational tool that tracks the indicators known to be associated with quality youth programs and the Youth Experiences Survey (YES 2.0; Hansen, Larsen, & Dworkin, 2003), Arrington seeks to examines the ways in which participation in out-of-school organizations serves as a protective factor for at-risk adolescent populations.

In addition to the many aforementioned research activities, students also sit on departmental committees to address curricular changes and students' needs. Students in our program are behind grant proposals for local school districts and program evaluations. They also devote time to community based mental health organizations, such as Bert Nash, the Beach Center, and Juniper Garden's Children's Project. Indeed, a tradition of change and growth is evidenced through the scholarship and service

Movers and Shakers: Student Scholars at the University of Kansas

produced by students in the School Psychology department at the University of Kansas. It is our goal to continue pressing forward, individually and collectively, to carry on our tradition as "movers and shakers"—progressive scholars in the field of school psychology.

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"It is our goal to continue pressing forward . . . to carry on our tradition as "movers and shakers"—progressive scholars in the field of school psychology."

Networking: It's Just That Simple

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In a recent study by Wolff and Moser (2009), networking was defined as "behaviors that are aimed at building, maintaining, and using informal relationships that possess the (potential) benefit of facilitating work-related activities of individuals by voluntarily granting access to resources and maximizing common advantages" (pp 196-197). With this in mind, we can all recognize that networking, meeting people and making contacts, has its place in the profession of school psychology. As graduate students, networking can help us to facilitate future career linkages and success, increase our cumulative knowledge of the vast world of school psychology, and help to reduce our stress and promote our well-being.

When we meet one another, we often ask questions—What is your program like? What kinds of research do you do? How does your school do…?—in an attempt to relate to each other and to understand what is happening outside of our own programs. Such networking is the "external contacts" type that Wolff and Moser (2009) refer to. And such contacts made at conferences and other events may be longstanding. In fact, given that Wolff and Moser's found a significant relationship between networking and career success, such contacts may facilitate a professional link to future research or employment opportunities.

Beyond facilitating career success, networking can also provide us with opportunities for discovering and experiencing more than we would on our own. Specifically, as school psychology students, we can learn more of what the field of school psychology has to offer by networking with other students in other programs. We generally recognize that the professional world we are becoming a part of is a dynamic and evolving one. And through networking, we can introduce one another to new

> **". . . networking can help us to facilitate future career linkages and success . . . and help to reduce our stress and promote our well-being."**

knowledge about the field and particular topics within it, ultimately increasing our cumulative knowledge base.

As important as it is to network with colleagues in other programs, it is also beneficial to network with students in our own programs. As graduate students, we all have significant responsibilities and we may therefore experience significant stress. But Johnson, Batia, and Huan (2008) found that one way to cope with this stress is to increase social support in both academic and personal areas —to network. Specifically, they suggest that "enhancing social support networks [helps to] . . . reduce stress, thereby decreasing the likelihood of burnout and attrition" (p. 34). Thus, the support we provide one another is critical to our well-being.

Whether it's networking at conferences or within our own programs, staying connected with each other is an essential part of our profession as school psychologists. As graduate students, we are all motivated to do our best to serve in applied and/or research settings. And by networking—making and maintaining positive contacts— we can improve our graduate-school experience by facilitating our future career success, increasing our cumulative knowledge of the profession, and reducing our stress and promoting our well-being. Indeed, we can all benefit from working together to build a larger network of students and professionals—and we are lucky to have each other.

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Exposure to Violence: Effects On Youth and Implications For Practice

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Violence has long been a global public health concern. But in recent years, particularly within the United States, there has been burgeoning interest in the effects of exposure to violence (ETV) on youths' development (Flannery et al., 2007). Although violence perpetrated by youth has supposedly declined in the last decade (U.S. Public Health Service, 2001), interest in ETV is rising because of two disconcerting realities: One, youth are disproportionately victimized by violence, and, two, youth are increasingly exposed to more acute forms of violence (Flannery, 2006).

ETV is a multidimensional construct comprised of (a) type, (b) location and setting, (c) form, and (d) time frame of exposure (Flannery et al., 2007). Types of exposure include witnessing in vivo (real-life) violence or being victimized by violence. Locations include urban, suburban, and rural environments, across home, school, and community settings. Forms of violence exist on a continuum, ranging from mild (e.g., slapping) to moderate (e.g., beating) to extreme (e.g., stabbing) events. And the time frame of exposure is typically assessed by exposure in the past year or over a lifetime.

The purpose of this review is to highlight empirical findings detailing the effects of ETV on youth development. The first section of this review lays some contextual groundwork, reviewing the nature of ETV experienced by youth across locations and settings. The subsequent section reviews the effects of ETV on three broad and interrelated areas of youth development: internalizing symptoms,

> "... interest in ETV is rising because of two disconcerting realities: One, youth are disproportion-ately victimized by violence, and, two, youth are increasingly exposed to more acute forms of violence."

externalizing behaviors, and school functioning. Lastly, the final section discusses implications for school psychologists providing services to youth who have been or may be exposed to violence.

ETV IN CONTEXT

Extant literature on ETV indicates that youth are exposed to high levels of violence and a continuum of violence within urban, suburban, and rural locations, across home, school, and community settings (Flannery et al., 2007).

HOME

Although homes should ideally be places of refuge, they are actually the most dangerous setting for youth of all ages (Rapp-Paglicci, 2002). Domestic violence is found in many forms, including partner, child, adult dependent and elderly abuse, and suicide and homicide. Among families in the United States, partner and child abuse are particularly common. For example, a large community-based survey of adolescents revealed that, within the last year, about 40% of boys and 50% of girls reported witnessing someone being slapped, hit, or punched at home; nearly 20% of both boys and girls reported witnessing someone being beaten at home; and approximately 10% of girls reported being beaten at home (Flannery, Singer, Williams, & Castro, 1998). Furthermore, it is estimate that nearly a million youth are abused by their parents each year (Dowd, 2006). Although the types and rates of domestic violence are mitigated by several factors, the home is typically the setting in which youth are first exposed to violence (Rapp-Paglicci).

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SCHOOL

Educators and policy makers hope that schools, like homes, would be violence free (U.S. Department of Education, 2007). Nevertheless, media exposure to high-profile incidents creates a perception of schools as epicenters for violence. In reality, however, schools are not violence free, but they are among the safest places for youth. (Jimerson, Morrison, Pletscher, & Furlong, 2006). In fact, schools are rarely the locus of extreme violence, and far less violent victimizations are reported at school, compared to home and community settings (Singer et al., 1999). For instance, during the 2005 school year, youth were 50 times more likely to be murdered and 150 times more likely to commit suicide away from school and had less than 0.5% chance of being victimized from a seriously violent crime (e.g., rape, sexual assault, robbery) while at school (U.S. Department of Education, 2007). Nevertheless, students do experience frequent, nonfatal violence at school, such as bullying, harassment, and assault (Furlong, Paveleski, & Saxton, 2002). For instance, a recent school-based survey revealed that approximately 50% of elementary students and 90% of high school students reported witnessing some form of violence at school within the past year (Flannery et al., 2004).

COMMUNITY

Although schools are integral parts of communities, community violence typically refers to violence incurred outside of home and school settings. An estimated 10 million youth are exposed to one or more forms of community violence each year, including harassment, bullying, abuse, assault, homicide, and suicide (Dulmus & Hilarski, 2002). All communities do not experience equal amounts of violence, as youth are likely to be exposed to more or less violence depending on the location of their residence (U.S. Public Health Service, 2000). Specifically, youth are significantly more likely to be exposed to violence when living in urban as opposed to suburban communities and in suburban as opposed to rural communities (U.S. Department of Justice, 2005).

Furthermore, prevalences of particular forms of violence also vary by location, with exposure to more extreme forms of violence (e.g., stabbings and shootings) being most prevalent among youth in urban communities (Singer et al., 1999). Beyond location, however, more difficult to observe variables, such as a deteriorating sense of shared responsibility among youth and community disorganization, are among the highest predictors of community violence (NYVPRC, 2001).

EFFECTS OF ETV ON YOUTH

Across age, ethnicity, and gender, ETV is associated with internalizing symptoms and externalizing behaviors in youth (e.g., Kitzmann, Gaylord, Holt, & Kenny, 2003), resulting in maladaptive mental health problems and impaired school functioning.

INTERNALIZING SYMPTOMS

ETV has been demonstrated to facilitate a plethora of clinically significant internalizing symptoms: anger, anxiety, depression, dissociation, difficulty concentrating, sleep disturbance, psychosomatic disturbance, stress, withdrawal, intrusive thoughts, and total trauma (Dulmus & Hilarski, 2002; Flannery et al., 2001; 2003; 2007). There is some evidence that youths' age and gender may moderate these deleterious effects. For example, ETV is highly associated with suicidal ideation in adolescent females, but not in males or younger females (Flannery et al., 2001). Furthermore, studies indicate that an ecology of intrapersonal, interpersonal, environmental, and logistical (e.g., proximity to the violent event) factors are likely to mitigate both the type and severity of resulting internalizing symptoms (Flannery et al., 2007). Considering this, there is no method for predicting the exact symptomatology that any one youth may develop. However, studies do indicate that, when exposed to severe or repeated violence, youth are very likely to

> **"Across age, ethnicity, and gender, ETV is associated with internalizing symptoms and externalizing behaviors . . ."**

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develop a blend of debilitating symptoms known as posttraumatic stress disorder (Margolin & Vickerman, 2007).

EXTERNALIZING BEHAVIORS

Beyond internalizing symptoms, ETV has also been found to facilitate three high-risk externalizing behaviors: perpetration of violent behavior, substance use, and risky sexual behavior. In general, findings

". . . [ETV] is likely to significantly hamper youths' educational progress."

indicate that youth who report higher levels of ETV also report engaging in significantly higher levels of violent behavior (Flannery et al., 2001; 2003). In a survey of adolescents, for example, ETV was found to account for as much as 26% of the variance in males' and 22% of the variance in females' perpetration of violence (Flannery et al., 1998). Similar effects have also been found among younger children, with one study indicating that ETV accounted for 24.2% of the variance among elementary and middle school students' perpetration of violence (Singer et al., 1999). The other forms of high-risk externalizing behavior—substance use and risky sexual behavior—have only been connected with ETV for adolescents. For instance, recent surveys indicate that adolescents who reported witnessing community violence in the past year were twice as likely to use marijuana and alcohol, get high during sexual intercourse, have sex with a partner who was high on either alcohol or drugs, and participate in other high-risk sexual behaviors (Voisin, 2002; 2005; Voisin et al., 2007). These findings also appear to be moderated by gender, as these high-risk behaviors were found to be two to three times more prevalent among males.

SCHOOL FUNCTIONING

There are only a handful of studies that have investigated the effects of ETV on youth's school functioning. However, the extant evidence suggests that the aforementioned internalizing and externalizing

symptomatology are likely to significantly hamper youths' educational progress. For example, a recent survey of adolescent mothers indicated that ETV was significantly associated with attention difficulties, lower classroom performance, general behavioral problems, suspension and expulsion rates, and increased school dropout rates (Kennedy & Barnett, 2006). Furthermore, a survey of 237 urban youth in elementary schools indicated that ETV was significantly associated with low academic achievement and school failure (Schwartz & Gorman, 2003). This finding has also been replicated with youth in middle and high schools, with trends indicating a stronger relationship between ETV and poor academic performance for males (e.g., Harris, Lieberman, & Marans, 2007). Still unknown, however, is the extent to which the relationship between ETV and school functioning is mitigated by specific symptomatologies: it is clear that youth exposed to violence have poorer school outcomes, but the pathways leading to differential outcomes are yet unexplored.

IMPLICATIONS FOR PRACTICE

Because of the pervasiveness of violence across settings, it is imperative that school psychologists understand the contextual nature and effects of ETV on youths' development. Furthermore, it is recommended that school psychologists adopt the five-goal framework, conceived by the National Action Agenda resulting from the Surgeon General's Conference on Children's Mental

". . . it is imperative that school psychologists understand the contextual nature and effects of ETV . . ."

Health (U.S. Public Health Service, 2000), as a multi-systemic method for prevent-ing and intervening with ETV (Voisin, 2007).

The first goal of this framework is to increase public awareness of vio-lence exposure. School psychologists can accomplish this by promoting or participating in community-wide vio-lence awareness, public health campaigns which target not only youth, but all of their significant caregivers—parents, teachers and school personnel, community leaders, and other service providers. Although consciousness raising efforts can be accomplished through many means, such campaigns should always be characterized by (a) education of individuals and groups about the contextual nature and

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effects of ETV, (b) provision of contact information whereby individuals can report incidents of violence or request assistance, and (c) psychoeducation to reduce the stigma associated with reporting and requesting assistance (Voisin, 2007).

The second goal is to improve detection and assessment of violence exposure. Because ETV can be experienced anywhere—at home, at school, or elsewhere in the community—and because it seems to facilitate poorer school functioning, school psychologists should advocate for and provide screening and assessment of ETV for youth who are experiencing educational problems. There are currently several standardized measures for assessing ETV; however, to date, these have almost exclusively been used for research purposes. Nevertheless, such measure are still appropriate and would be beneficial if used within the school setting. Because an exhaustive listing and description of such measures is beyond the scope of this review, please reference Voisin (2007) for further information.

The next goal is to increase the provision of evidence-based interventions. There is a burgeoning body of literature regarding strategies aimed at preventing violence (U.S. Public Health Service, 2001), but there is significantly less literature regarding interventions for youth who have already been exposed to violence. However, given that the effects of ETV are similar to the effects of other psychological sequelae (e.g., anger, depression, substance use) evidence-based interventions can be generalized and applied to like symptomatology. Additionally, it is recommended that school psychologists adopt a multi-systemic approach to intervention, referring out to and collaborating with community psychological and medical professionals when needed. For a more detailed discussion of multi-systemic collaboration techniques as related to ETV, please reference Thorton, Craft, Dahlberg, Lynch, and Baer (2002).

Another goal is to locate mental health services in other key systems. School psychologists can accomplish this goal via advocating and providing appropriate screening, assessment, and intervention for ETV within the school setting. Because school psychologists are uniquely situated within the institutions that house the most children, they have the opportunity to identify and provide initial services and appropriate referrals for significantly more children affected by ETV than any other community health professional can.

The final goal of this framework is to improve the coordination of services and interagency collaborations. This goal is related to and reinforces all of the previous goals; however, it moves beyond mental health care and aims for an integration of services across all systems of care (e.g., education, law enforcement, and medical health). School psychologists can accomplish this goal via extending their scope of influence and effort in the previous goals beyond the school boundaries, attempting to forge multi-systemic partnerships that work towards understanding and preventing ETV, as well as identifying and intervening with youth exposed to violence.

> **"[School psychologists] have the opportunity to identify and provide initial services and appropriate referrals for significantly more children affected by ETV than any other community health professional can."**

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Defining and Working Within Culture

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As future leaders in school psychology, it is inevitable that we will work with students, families, colleagues, and other professionals from a variety of cultural backgrounds. Best practices in school psychology have recognized the importance of developing cross-cultural skills and knowledge in our school psychology training (e.g., Blueprint for Training and Practice III, Ysseldyke et al., 2006). And many school psychology programs integrate cross-cultural competencies from the beginning of training and weave it in throughout students' practicum and research activities. For example, at Michigan State University, ideas on cross-cultural interactions are taught in our courses on consultation, practicum, and interventions. Throughout these courses, we are challenged to understand how our own culture and background influences our behavior and perceptions of others. However, the process of defining this ambiguous term—"culture"—is never complete. Thus, a critical part of our graduate training and lifelong education is attempting to define and redefine "culture," so that we can work effectively with individuals of various cultural backgrounds.

Despite the rich class discussions and meaningful activities in which my colleagues and I participate, I continue to grapple with defining "culture." The literature

> "... Do we *need* to define culture using these proxy variables? ... And in what other ways can we explore culture in school psychological practice?"

on cross-cultural issues in school psychology has frequently defined an individual's "culture" using proxy variables, such as race, socioeconomic status, or gender. However, the more my colleagues and I discuss culture and its implications on our practice, the more I realize that the profession of school psychology needs to expand its definitions and provide new ways to explore concepts related to culture in our research and practice. Culture is more than race or SES: Culture is also our behavioral repertoire, our beliefs, and our understandings of others. These, however, are ambiguous and difficult to measure, and thus easily ignored in research.

So, I ask you, my colleagues, Do we *need* to define culture using these proxy variables? What are the advantages of exploring these types of variables in our research and practice? And in what other ways can we explore culture in school psychological practice?

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Toward a More Comprehensive Picture of Culture

KAITLYN STEWART

University of California, Santa Barbara

I have never accepted culture as being a simple concept; rather, I have always thought it to be one of the most complex. Thus, I do not deem it appropriate to define culture using such proxy variables. Because culture encompasses so much more than just a person's demographics, it will be expressed differently from person to person. However, taking this position gives rise to several questions: How can one define her own culture? What variables should be included in such a definition? How can sub-cultures be addressed in research? And, pertaining specifically to school psychology, what is the relation between success in school and culture? Can a student be successful in the American school system without a certain level of acculturation into the dominant culture? In order to advance our ideas regarding such queries, we need to identify areas of need in research and learn as much as we can about these challenging concepts.

> **"A limitation in conducting research about culture is that it *is* necessary to create an operational working definition of culture. . ."**

A limitation in conducting research about culture is that it is necessary to create an operational working definition of culture, and this may include using proxy variables because such variables are easy to assess. Demographic information is valuable in generally understanding a population, but using this information alone may not give researchers the whole picture. Thus, researchers should aim to address cultural complexities in their research by collecting information that will assist in creating a more comprehensive definition for culture as well as explicitly addressing cultural issues in presentations or write-ups of the study. In addition to using demographic information to measure one's culture, I believe the best way is to conduct an open-ended question, semi-structured interview. By doing this, researchers can learn what culture means and is to each individual—not according to Webster or their own preconceived notions. This method will provide a truer, more comprehensive picture of what culture really is and how it influences persons.

> **"In addition to using demographic information to measure one's culture, I believe the best way is to conduct an open-ended, semi-structured interview. . . This method will provide a truer, more comprehensive picture of what culture really is and how it influences persons. "**

There are so many aspects to culture, that there is no way to address them all in a brief commentary; but I believe this is a very important discussion to have and continue having. Hopefully, now that there is an increased focus on international school psychology and multiculturalism in school psychological research, we will see increasingly more information being disseminated about defining culture and the influences of culture in persons' lives.

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Forming Population-Specific Definitions of Culture

Danielle R. Palmer
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As the field of school psychology continues to expand in research and practice, I think it is important to challenge school psychologists to think about the concept of culture. As Anisa pointed out, the United States is becoming more diverse in terms of race, ethnicity, and socio-economic status. Therefore, it is important for practitioners to be aware of such changes and comfortable in their work with people of various cultural backgrounds. It is also important for practitioners and researchers to expand their understanding of culture beyond proxy variables that often mask the unique within-group differences that exist amongst various cultural groups (Steinberg & Fletcher, 1998). Factors such as race, socio-economic status, and gender do not operate in isolation of one another; they interact with one another, along with other variables, to create the unique manner in which we view and understand our world. There are certain themes that may cut across groups that allow us to consider them part of the same cultural background, but we must not forget about the other variables that may be salient in persons' lives.

> **"It is also important for practitioners to expand their understanding of culture beyond proxy variables that often mask the unique within-group differences that exist among various cultural groups."**

When we think about school psychology practice, it is important to understand the unique interplay of the many cultural variables operating within a child's life. Anisa posed the question, Do we need to define culture using proxy variables?, and my answer is both yes and no. The culturally responsive movement in the fields of education and psychology has been largely based on proxy variables. Although these practices mask within-group difference, it is a foundation for practitioners to begin making their work in the schools and community relevant to the populations in which they are serving. The disadvantage of this approach is that researcher and practitioners may be missing key variables that are more salient in the population (e.g., socio-economic status, familial structure, parental education) that are shaping the attitudes, beliefs, and behaviors of the students within the population. When we are thinking about the movement into culturally relevant practices, it is important that school psychologist begin to think critically about how they operationalize culture. I do not think that we can come up with an all-encompassing definition of culture; rather, I believe that such a definition will be dependent on the populations in which we serve. Furthermore, I believe that it will be up to us—as the practitioners—to determine the salient characteristics of such populations (or individual students) to guide us in forming a culturally responsive approach to service delivery.

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Going Beyond Comparisons to Understand Culture

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I don't think we *need* to define culture using such proxy variables, but it certainly makes it easier for researchers to conduct educational and psychological studies. Culture has not been well integrated into many epidemiological survey and scientific research mainly because of the obvious challenges in measurement and analysis. These challenges in measuring culture explain why proxy measures such as race and ethnicity are so frequently employed. However, some have argued that grouping together people based on race or ethnicity perpetuates stereotyping or unnecessary categorizations. Nevertheless, I believe that there is still a need to conduct research with ethnic minority groups if researchers explicitly explain the meaning of the terms used to describe such groups (e.g., African-Americans, Latinos) and the contexts in which they are used. In addition, researchers should consider employing various research methodologies when exploring culture, including qualitative or ethnographic procedures, in order to go beyond just comparing different populations. This will help researchers to understand the importance of assessing cultural beliefs and values of participants of diverse backgrounds, and it will inform them of how an understanding of such beliefs and values is essential for school psychological practice.

> "I don't think we *need* to define culture using such proxy variables, but it certainly makes it easier for researchers to conduct educational and psychological studies."

> ". . . researchers should consider employing various research methodologies, including qualitative or ethnographic procedures, in order to go beyond just comparing different populations."

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A Transactional-Ecological Approach Toward Culture

Kristin Ritchey
University of California, Santa Barbara

I definitely agree with the assertion that culture is more than race or socioeconomic status; that it includes our behaviors, beliefs, and worldview. However, in the practice of school psychology, it seems unnecessary to strictly define culture. Most importantly, as school psychologists we must consider the various systems, beliefs, traditions, and other ecological variables that affect each student we work with and then incorporate these into assessment and intervention practices.

Based upon the work of Bronfrenbrenner (1977) and Lynch and Cincchetti (1998), it seems that taking a transactional-ecological systems perspective allows practitioners to view children's thoughts and behaviors as a function of the multiple systems in which they are embedded. Throughout my training thus far, I have observed the reciprocal influence between individuals and various systems—school systems, mental health systems, family systems, and cultural/societal systems in particular. Students affect and are affected by multiple contexts, and they are therefore best understood within this comprehensive framework. This does not necessarily mean that we need to examine each cultural group of which individuals are a part, as there is great variability of characteristics and beliefs within each group. Each person's experiences and environmental circumstances—which may be dictated or influenced by culture—interact with individual characteristics—which may also be influenced by culture—ultimately leading to the development of either adaptive or maladaptive cognitions and behaviors.

> "As our profession continues to evolve, perhaps assessment, research, and intervention practices will become more attuned to individual differences, regardless of if those characteristics can be labeled as *cultural* or not."

Although thoroughly assessing each student's individualized culture through a transactional-ecological systems perspective can best inform intervention decisions, labeling and operationalizing an individual's culture is not requisite. Indeed, it seems that labeling culture, and judging whether something is or is not culture, is futile. Rather, as proposed by Neville and Mobley (2001), there is value in observing how complex interactions between multiple social identities (often informed by race, class, sexual orientation, gender roles) can shape personal identities, experiences, and psychological functioning. Given that we often work with students from diverse backgrounds, we must also be sensitive to how our own background influences our interactions with others, as it may affect our practice. As our profession continues to evolve, perhaps assessment, research, and intervention practices will become more attuned to individual differences, regardless of if those characteristics can be labeled as cultural or not.

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The Development and Evaluation of Direct Behavior Ratings (DBRs): Past, Present, and Future

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Many assessment tools are available for quickly and accurately evaluating children's academic progress. However, there are very few assessment tools for monitoring children's behavior without using time intensive methods. This is noteworthy given that teachers, researchers, parents, and school psychologists are all interested in children's behavior—particularly when this behavior becomes problematic. Thus, in order to efficiently understand and intervene with problematic behavior, quick and accurate behavioral assessments are also needed.

> **"Many assessment tools are available for quickly and accurately evaluating children's academic progress. However, there are very few assessment tools for monitoring children's behavior without using time intensive methods."**

In the discipline of school psychology, behavioral assessment is a critical and controversial issue (Merrell, 2006). There are a variety of assessments targeting behavioral issues, but it is difficult to identify which are the most robust. To date, there are a few main types of behavioral assessment: Systematic Direct Observation (SDO), Behavior Rating Scales (BRS), and—the newcomer to behavioral assessment—Direct Behavior Ratings (DBRs). Specifically, DBRs are "a tool that involves observing and briefly rating student behavior, and then [sharing] the obtained information . . . with another individual" (Chafouleas, Riley-Tillman, & Christ, in press, p. 2). DBR provides a new approach to behavioral assessment that is defensible, flexible, repeatable, and efficient; as such, it serves to fill the current gap in behavioral assessments.

In a combined effort to address this gap, Sandra M. Chafouleas (University of Connecticut), T. Chris Riley-Tillman (East Carolina University), and Theodore J. Christ (University of Minnesota) have teamed up to develop and evaluate DBR. The purpose of this review is to highlight the theoretical foundations, present state of research and development, and future directions of this type of behavioral assessment.

FOUNDATIONS

As aforementioned, there are two traditional types of behavioral assessment that are used with students (i.e., SDO and BRS). While these assessments are beneficial in observing and quantifying problem behavior, they also have existing deficits. DBRs draw heavily from these assessments while also accounting for their deficits by blending their instrumentation and procedures to produce a more robust assessment. To illustrate this, we will briefly review the three core components of this assessment method: directness or immediate observations, operationalized behavior, and scaled ratings of behavior.

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The Development and Evaluation of Direct Behavior Ratings (DBRs): Past, Present, and Future

DBR IS DIRECT

The directness of DBR is supported by the immediacy of the ratings. Behavior is recorded within close proximity of the observation period. For example, a teacher may observe a student during a science class. She will rate the student either during or immediately following the class. It is ideal that ratings occur as close to the actual incidence of behavior as possible, increasing the likelihood that the ratings are an accurate measure of a student's target behavior.

DBR TARGETS BEHAVIOR

DBRs require the rater to first clearly define the behavior of interest. This means behaviors must be defined in operational terms in a way that can be easily interpreted and then observed by others. Moreover, the target behavior must be directly (as opposed to indirectly) observable. Common examples within an educational context include various operationalizations of academic engagement and inappropriate verbalizations (Christ, Riley-Tillman, & Chafouleas, in press).

DRB INVOLVES RATINGS

DBRs serves as tool to quantify behavior. It accomplishes this by requiring raters to utilize a graphic unipolar scale. Raters observe a student and subsequently rate the students pre-determined target behavior on a discreet interval scale ranging from zero to ten, with zero being the lowest possible rating. Given this scale, behaviors are rated as a proportion of total observed time. For example, if a teacher observes a behavior for half of an observation period, the student will receive a rating of five.

> " DBRs can assist in monitoring student progress in a way that is both meaningful and quantifiable."

In sum, DBRs can assist in monitoring student progress in a way that is both meaningful and quantifiable. Raters use DBR to record behavior within close temporal proximity of the actual behavior. Behaviors observed are explicitly defined in operational terms. And, finally, DBR involves enumerating behavior on a discreet interval scale.

UTILITY OF DBRs

DBRs have many potential uses. The primary and perhaps most salient use is the collection and recording of students' behavioral data. As mentioned in the previous section, DBRs are efficient, meaning minimal time is required to complete ratings. The implication of the efficient nature of DBRs means that data can be collected quickly, making it possible to collect extensive ongoing data on a particular student's behavior without exhausting resources.

DBRs also functions as a supplement within interventions to collect baseline data on the student and to monitor student progress throughout the intervention process. In addition to collecting student data in a format that is easy to present to others, DBRs can also be used in conjunction with various interventions. Two specific interventions that can utilize DBRs are incentive programs and self-management systems. Within incentive programs, DBRs are a beneficial compliment. It serves as tool on which the incentive program is built. The behavioral contracts often employed in incentive programs can use DBR scales to provide feedback and also to serve as a tool for establishing behavioral criteria the student is expected to meet. For example, if the student averages a rating of eight or above on the scale, they will receive 10 minutes of extra free time.

> ". . . DBR is efficient, meaning minimal time is required to complete ratings. . . . making it possible to collect extensive ongoing data . . . without exhausting resources."

Beyond incentive programs, DBRs can also be used with self-management interventions. The use of self-management systems can ultimately teach students skills to succeed independently in the classroom or at home without prompting. In this method, children can use DBR scales to rate their behavior for a designated time period, while the adults evaluate and rates student behavior during the same observation period using the same scale. Following the observation sessions, children can be given feedback on their self-DBRs. When ratings generated by the student are approximate to the ratings given by the adult, the student can receive rewards. For example, it may be

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decided that a one-point or less discrepancy between DBR ratings from the child and adult may earn an award. In this way, self-management using DBR can ultimately teach students to be more aware of their behaviors.

As DBRs are used in the aforementioned and various other ways, it is guided by four core characteristics: defensibility, flexibility, efficiency, and replicability. The importance of these characteristics is noted by Christ, Riley-Tilman, and Chafouleas (in press):

> *DBR will be established as a defensible approach to assessment once research established sufficient standardization and demonstrable technical adequacy (e.g. accuracy, reliability, validity)…DBR is emerging as a flexible approach to assessment and evaluation, which can be used across a wide-range of data-based decision making purposes. For example, DBR might be used to screen and identify social behavior problems, define the magnitude of problems, monitor progress and intervention effects, and evaluate problem solutions. . . . In addition to flexibility, DBR is an efficient approach to assessment in that ratings can be completed by those individuals who are naturally part of the context of interest, thus, requiring minimal resources. Finally, DBR is repeatable in that it facilitates ongoing data-collection within and across occasions, Repeatability has the potential to establish time-series data sets with DBR in order to assess level and trend of behavior within and across phases* (p. 13).

These core characterisitics of DBRs are used as guides for both the development of the method and the evaluation of current and future research using this method. The following sections provide a summary of ongoing and future research.

". . . DBR is efficient, meaning minimal time is required to complete ratings. . . . making it possible to collect extensive ongoing data . . . without exhausting resources."

CURRENT STATE OF PROJECT

Current DBR-related work spans across many areas in an effort to address several general areas of inquiry. First, several efforts have been made toward identifying the most appropriate approach to the training of raters (LeBel, Kilgus, Briesch, & Chafouleas, in press; Schlientz, Riley-Tillman, Briesch, Walcott, & Chafouleas, in press). Appropriate, in this regard, refers to an approach to training that not only yields accurate raters of student behavior, but that can also be feasibly implemented within schools given expected time and resource constraints. Results thus far have indicated that although more training for raters is normally better, a moderate amount of training may be sufficient for using DBRs effectively.

Second, recent research has examined the way in which the wording and specificity of DBR behaviors of interest influence rater accuracy (Riley-Tillman, Chafouleas, Christ, Briesch, & LeBel, in press). Research findings thus far have suggested that the use of global (e.g., "disruptive behavior") rather than specific (e.g., "out of seat") definitions of behavior lead to more accurate ratings. Although the wording of behavior (i.e., positively or negatively worded) was found to have an influence on rating accuracy for some behaviors, this finding was not consistent. Overall, results support the use of globally defined *academic engagement* and *disruptive behavior* as behaviors of interest in future DBR research.

Finally, researchers have continued their work toward the evaluation of the appropriateness of the use of DBRs as a general outcome measure (GOM) of student social behavior in schools. This includes examinations of the method across two specific assessment purposes. Initially, emerging DBR research sought to expand upon the progress monitoring line of work, particularly with regard to the use of DBRs as an indicator of student response to intervention. As such, researchers look to examine the extent to which DBRs are sensitive to changes in student behavior that result from the systematic implementation of behavior modification strategies. Additionally, more recent work has begun to examine the use of DBRs within screening applications. Evidence collected thus far has been indicative of moderate to high associations between DBRs and behavior rating scales suitable for use in screening (Chafouleas, Kilgus, & Hernandez, in press). Future investigations look to examine the diagnostic

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accuracy of DBRs as an indicator of student risk for behavioral difficulty. Such work intends to yield cut scores that schools may then consider when making similar decisions about students.

FUTURE DIRECTIONS

As the use of DBRs within educational settings expands, several directions for future research have been identified. It is critical to identify methods that will maximize the accuracy of DBR outcome data for use in a problem-solving model. Within educational settings, which employ school-wide problem-solving models (e.g., Response to Intervention), the defensibility of outcome data should match the level of decisions, with higher-stakes decisions requiring more defensible data. Previous research supports the use of DBRs for Tier 1 and some Tier 2 cases (Christ, Riley-Tillman, Chafouleas, 2009; Chafouleas, Riley-Tillman, Christ, 2009). Schlientz, Riley-Tillman, Briesch, Walcott, and Chafouleas (2009) conducted an initial study indicating the effectiveness of rater training on the accuracy of ratings. If future research confirms the finding that training raters can enhance accuracy, then DBRs may eventually be used in higher-stakes decision-making processes. This future line of research must also establish which training methods (e.g., practice with feedback) are most effective and what extent of training is necessary to reach an appropriate level of accuracy.

> **"If future research confirms the finding that training raters can enhance accuracy, then DBR may may eventually be used in higher-stakes decision-making processes."**

Secondly, future research should address the use of DBRs as a screening tool. While progress monitoring is a critical element in a school-wide problem-solving model, screening serves an important role in identifying children who may be in need of intervention. The development of a DBR class-wide screening tool would greatly enhance the utility of DBRs in such models. Chafouleas, Kilgus, and Hernandez (2009) provide a preliminary comparison of DBR screening methods, which yielded positive

results; however, more research is needed to confirm this finding.

Finally, future research is needed to identify additional applications of DBRs beyond their traditional use as a progress monitoring tool. Several unique DBR applications have already been examined. For example, Riley-Tillman, Methe, and Weegar (2009) presented a case study in which DBR was used to document the effectiveness of a class-wide intervention. In that study, the teacher's DBRs of the whole class were consistent with SDO outcome data in documenting the students' response to intervention. Furthermore, Sanettie, Chafouleas, Christ, and Gritter (2009) suggest that DBRs may also be useful for monitoring the treatment integrity of interventions. These and other applications should be explored in order to maximize the utility of this emerging behavioral assessment method.

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". . . future research is needed to identify additional applications of DBRs beyond their traditional use as a progress monitoring tool."

SASP in Canada: The University of British Columbia

LEAH GILLESPIE
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When the School Psychology program of the University of British Columbia (UBC) was invited to establish a SASP chapter, we jumped at the chance. With plans to attend and present at the 2008 SASP Mini-Convention, I was asked by our faculty to act as the SASP Representative for our program. After attending the Mini-Convention and talking with other members, the decision to establish a chapter at UBC was solidified. I returned to my fellow students and encouraged them to join SASP. The opportunity to join SASP as the first Canadian chapter and initiate closer relationships with our American neighbours interested many of the school psychology students at UBC

"Joining SASP fit the goals of our own established student organization."

Located on the west coast of Canada, UBC is surrounded by mountains and ocean in the beautiful city of Vancouver, British Columbia—a city preparing to welcome the 2010 Olympics. The School Psychology program of UBC includes both a master's (with choice of M.A. or M.Ed.) and doctoral program. As part of an expansion initiative undertaken by the province of British Columbia, our present enrolment of 26 master's and 14 doctoral students is expected to grow—with a plan for accepting 11 more master's students than usual (18 total) next year.. These exciting times for the program also bring changes to our faculty. They are currently in the process of searching for an Associate level professor, and search for an Assistant professor will soon begin.

Joining SASP fit well with the goals of our own established student association. The UBC School Psychology Student Association (SPSA) strives to create a network that includes our students, the community, and other professional organizations within the field. One of our many outstanding attributes is the support the students provide to each other. This support occurs both within and across cohorts, among master's and doctoral students. This cohesiveness is maintained through social events that bring students together. A main objective of the SPSA this past year was to provide opportunities for our incoming master's students to connect with upper-year students upon entry to our program. This idea evolved into a mentoring program through which first-year students were paired with second-year master's students. Comments from first-year students revealed that this structured support system provided them with a sense of belonging within the program.

The unity that exists in our program is one of the primary qualities that lends to the success of our SPSA and that will facilitate the success of our newly established SASP chapter. For example, this past December, we united the students of our program in our Give the Gift of Literacy initiative. The objective was to provide books to students and their families who had been identified by their school. Through monetary donations, a book-drive, bake-sale, and their own generosity, our students were able to provide 31 elementary school students with a gift of 4 to 5 books each. The success of this student-led initiative speaks to the cohesiveness of our program as well as the effort we put forth to give back to our community. We are now pleased and proud to now unite such cohesiveness and effort on a larger level with SASP. And we look forward to upcoming opportunities to network and work with other members and chapters.

"The unity that exists within our program is one of the primary qualities that . . . will facilitate the success of our newly established SASP chapter."

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Tips for Making the APA Convention More Affordable

KELLY A. BARKER
St. John's University

For those of you that are unsure about attending the APA convention—especially for financial reasons—here are some tips on how you can make the experience a bit more affordable on a graduate student budget:

Apply for the APF-Paul Henkin Student Travel Grant

This grant provides monetary support (up to $1000) to defer the costs of registration, lodging, and travel for student members of APA Division 16 to attend the APA convention. To be eligible for this award, student must be members of APA Division 16, demonstrate potential to make an outstanding contribution to the field of school psychology, and appreciate the value in continuing professional development through research accomplishments, community involvement, and other contributions. Interested candidates are invited to submit an application form, a letter of recommendation, a 500-word essay, and a curriculum vitae online at *http://forms.apa.org/apf/grants* by April 15, 2009.

Present at the SASP Mini-Convention

Selected students who present at the SASP mini-convention will be eligible to receive travel assistance to attend the APA convention.

Fundraise

In the past, some students have held fundraisers at their University to raise money to assist themselves in attending the APA Convention. Past and present fundraising ideas have included a "Rock Band" tournament, bake sales, and more.

KELLY A. BARKER *is the current SASP Convention Chair and a doctoral student in the School Psycholgogy program at St. John's University.*

Talk to Your Department

Some departments or internship sites offer funds for professional development, so there's no harm in asking!

Book Early

Booking your hotel and flights early is a great way to reduce your travel costs. Also, convention registration is discounted for those who register early.

Volunteer

Each year, the APA Continuing Education Office recruits students to volunteer one full day to help monitor CE sessions in exchange for free convention registration.

Find a Roommate

Share the cost of the hotel room with someone else (or several someone elses).

Find the Free Food

Many program offer social events during APA (e.g., publisher breakfasts, division social hours). Students are welcome to come enjoy the food and participate in the programming at these events. Also, bringing some snacks with you, to keep you going throughout the day, may help decrease your spending.

Overall, the most important thing to do to make attending the APA convention more affordable is to do your research! Before attending, look into possible volunteer opportunities, travel grants (through your department or other organizations), scope out the cheaper places to eat near your hotel, and book early to keep costs down. Looking forward to seeing you in Toronto!

A Call for Proposals:
Present at the 2009 SASP Mini-Convention!

KELLY A. BARKER | CONVENTION CHAIR

Hello SASP members! As the Convention Chair, I am happy to announce that SASP will again be hosting our Mini-Convention during the annual APA convention held August 6-9, 2009, in Toronto, Canada. The Mini-Convention is a great opportunity for school psychology graduate students to present their research, see and hear the research of their fellow graduate students, and hear a keynote address on a topic related specifically to graduate students in school psychology. It provides an informal, supportive atmosphere for students to network, discuss ideas, and receive valuable feedback on their work.

Student who wish to participate in this mini-convention are strongly encouraged to attend and to bring a friend! For those of you wishing to get a bit more involved, we also encourage you to submit a proposal to be considered for acceptance at the mini-convention! If you are interested in presenting, please visit the SASP website (*http://saspweb.info*) for an extended description of the session types (paper and posters are accepted) and detailed guidelines for preparing and submitting proposals.

Submissions may reflect empirical research or theoretical issues and should have a clear application to the practice of or training in school psychology. Proposals will be considered as long as they are received by the deadline: April 15, 2009. All materials must be submitted electronically, and presenters will be notified of their acceptance via e-mail no later than May 15, 2009. Students whose proposals are accepted are eligible to receive travel assistance to attend the convention.

By presenting at the SASP Mini-Convention, you will gain valuable knowledge and professional experience in an informal and enjoyable atmosphere. All SASP Members, as well as all other graduate students in school psychology, are invited to submit proposals. If you have any comments or questions, feel free to contact me at *kelly.ann.barker@gmail.com*. See you in Toronto!

A Call for Papers:
Publish Your Work in the Next *SASP News*!

TYLER L. RENSHAW | COMMUNICATIONS CHAIR

We are currently accepting manuscripts for the upcoming and future editions of *SASP News*!

Our quarterly newsletter sponsors several diverse columns, providing opportunities for graduate students to publish their original scholarship, reviews of literature, applied experiences and reflections, commentaries on other students' articles, and relevant opinions regarding theoretical and conceptual issues in school psychology and related fields.

For a description of each column, word counts, and formatting criteria for manuscripts, please see the "Manuscript Submission Guidelines" document, located on the SASP website (*http://saspweb.info/index_files/Page881.htm*).

All manuscripts should be submitted directly to the editor via email at *trenshaw@education.ucsb.edu*. Within two weeks of submission, your manuscript will be reviewed and you will be informed of its acceptance status.

We believe that *SASP News* is a fantastic resource for sharing your work and ideas with other students and faculty across the nation and in Canada. And we hope you will take advantage of it.

We look forward to your submissions!

Student Affiliates School Psychology

Membership Information

To become a member of SASP please complete this form and mail it to the address listed below. Members are also eligible for travel expenses to APA, scholarship awards, and other financial rewards by taking part in activities designed to promote SASP. SASP membership is FREE to all school psychology students. In addition, please consider joining the SASP listserv. This listserv will provide you with access to our newsletter, information on how to apply for various awards and travel grants, and other resources important to students in our field. SASP encourages members to also join APA's Division 16 (School Psychology). Information regarding this will be included in your welcome packet.

Mail application to:
SASP Membership Committee
Attn: Kaitlyn Stewart
380 Ellwood Beach Dr #7
Goleta, CA 93117

STUDENT AFFILIATE IN SCHOOL PSYCHOLOGY (SASP)
MEMBERSHIP APPLICATION

Renewal: Please circle   yes   or   no

NAME: _____

MAILING ADDRESS: _____

_____

EMAIL ADDRESS: _____

UNIVERSITY AFFILIATION: _____

STUDENT STATUS : _____
(i.e., 1st year, part-time, 3rd year, full-time)

FACULTY SPONSOR _____

Would you like to be added to the SASP Listserv ?   yes   or   no

Please indicate committees in which you may have interest:

___Communications
___Membership
___Diversity Affairs
___Nominations/Elections
___Other Interests (describe) _____

Science. Practice. Policy.

Division 16 is an exciting division with many activities and services to benefit you. Members:

❖ Engage in the national and international conversation on school psychology. Division 16 is active in advocating for the interests of school psychologists on issues both within the broader field of psychology as well as with constituent school psychology organizations.

❖ Receive cutting edge publications such as *School Psychology Quarterly* the Division's APA journal and the high quality peer-reviewed newsletter *The School Psychologist*.

❖ Network with colleagues and leaders in the field who share your interest in School Psychology.

❖ Contribute to the Science *for* Policy and Practice in School Psychology during Division 16 programming at the APA annual convention via round table discussions, symposia, poster sessions, workshops, and the superlative Division 16 Hospitality Suite and Social Hour.

❖ Join the Division 16 listserv to keep up to date with current trends, professional opportunities and the on-going dialogue on School Psychology Matters.

❖ Recognize outstanding achievements. Division 16 honors Students (e.g., Paul Henkin travel awards, minority scholarships, AGS outstanding scholarship awards) Early Career Scholars (e.g., Lightner Witmer Award), and substantial contributors to the field (e.g., Fellow, Senior Scientist, Jack Bardon Distinguished Service Award, Lifetime Achievement Award).

❖ Become involved in Division 16 governance. There are many opportunities to join committees and run for executive office in the Division.

❖ Visit our web site for more information: http://www.indiana.edu/~div16/index.html

Science. Practice. Policy.

MEMBERSHIP APPLICATION
Please print or type:

_____
Last Name   First Name   M.

Address_____

_____
City_____State_____Zip_____

Phone(_____)_____ E-mail _____

APA Membership Number *(if applicable)*:_____

Please check status:
_____Member $45
_____**First time Member (free membership for 2009)
_____Fellow $45
_____Professional Affiliate $55
_____**First time Professional Affiliate (free membership for 2009)
_____Life Status, no fee *(Division 16 members, 65 years of age or older and have been a member of APA for at least 25 years)*
_____Life Status $30 *(with Division 16 Publications)*
_____Student Affiliate $30 *(Complete Below)*
_____**First time Student Affiliate Member (free membership for 2009; Complete Below)

_____   _____   _____
Faculty Endorsement   Institution   Expected Yr. of Graduation

*Please join online (*http://memforms.apa.org/apa/cli/divapp/*) or mail this application with your check payable to APA Division 16 to:*

Attn: Division 16 Membership
           APA Division Services Office
           750 First Street, NE
           Washington, DC 20002-4242

**FREE MEMBERSHIP FOR ONE YEAR Individuals who have never been a member of Division 16 in the "member," "professional affiliate," or "student affiliate" categories may join at no expense for 2009. Individuals who have been student affiliate members in the past, have never joined as a member, and are now eligible to do so may also join at no expense for 2009. New members who take advantage of the free membership offer will receive *School Psychology Quarterly* as part of this promotion, *The School Psychologist* is available free of charge on-line at the Division web site (http://www.indiana.edu/~div16/index.html).

Paul Henkin Student Travel Grant

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

APF is requesting applications for the Paul Henkin Student Travel Grant. This grant provides monetary support to defer the costs of registration, lodging, and travel for student members of APA Division 16 to attend the APA annual convention. The successful candidate will have a strong understanding of the demands of the field of school psychology and the value of continuing professional development in this area demonstrated through research accomplishments, community involvement, and other relevant contributions.

Amount: Up to $1,000 for registration, lodging, and travel expenses.

Goals: The program seeks (1) to enrich the field of school psychology by supporting its promising younger members, and (2) to facilitate the growth of student members of APA Division 16 by enabling them to have experiential learning opportunities such as attending the APA convention.

Eligibility: Applicants must be student members of APA Division 16. Employees of APA and persons receiving reimbursements from other APA sources to attend the convention are ineligible for the award. The funds can be used to pay for convention registration, lodging and transportation costs. Funds cannot be used for food, drink, supplies, or other expenses incurred while attending the APA convention.

To Apply: Submit the following application materials: an application form, a letter of recommendation, a 500-word essay, and a brief curriculum vitae, online at http://forms.apa.org/apf/grants/ by April 15, 2009. The application form can be found at http://www.apa.org/apf/henkinform.pdf.

*Questions about this programs should be directed to Emily Leary, Program Officer, at eleary@apa.org.

National Institute For Direct Instruction 2009 Research Fellowships

The National Institute for Direct Instruction (NIFDI) is a not-for-profit corporation dedicated to providing superior training and support for Direct Instruction implementations.

NIFDI is pleased to announce the opening of a competition for fellowships to support research on Direct Instruction and promote the development of emerging scholars in the field of education. Multiple fellowships will be awarded.

Who Should Apply: NIFDI Research Fellowships are open to masters and doctoral students, as well as postdoctoral scholars.

Awards: Masters and Doctoral: $5,000 to $10,000; Postdoctoral: $8,000 to $12,000

Application Deadlines:
First Round - April 3, 2009 (Awards announced by May 1)
2nd Round - July 15, 2009 (Awards announced mid-August)

Full eligibility information and on-line applications are available on the NIFDI website at *http://www.nifdi.org*

For additional information, contact:
National Institute for Direct Instruction
805 Lincoln Street
Eugene, OR 97401
Toll Free: 877-485-1973
E-mail: research@nifdi.org • *www.nifdi.org*

Nancy B. Forest and L. Michael Honaker Scholarship for Research in Psychology

This scholarship is named in honor of APA staff members for their unyielding support over the years in the formation, development and continued growth of APAGS. Nancy B. Forest was one of the first staff liaisons to APAGS and L. Michael Honaker, PhD, ensured that APAGS had the necessary resources to implement its important mission. This $1,500 cash award funds *thesis* research at the *Master's* level.

Required materials: (a) A cover letter that includes the name of the scholarship for which you are applying; (b) a curriculum vitae; (c) a thesis proposal (three pages maximum/double spaced, references may be included on an additional page) including: the specific aims, background and significance, and experimental design of your research, and a detailed budget and justification; and (d) two letters of recommendation supporting your application. Letters should address: your qualifications, how your thesis will benefit the discipline, and the likelihood that your research will help you meet your future educational and professional goals.

Deadline: May 16th, 2009

Send required materials to The Forest and Honaker Master's Scholarship, American Psychological Association of Graduate Students (APAGS), 750 First St., NE, Washington, DC 20002-4242.

Award for Distinguished Graduate Student in Professional Psychology

The Board of Professional Affairs (BPA) and the American Psychological Association of Graduate Students (APAGS) awards the APA/APAGS Award for Distinguished Graduate Student in Professional Psychology, a $1000 award and travel expenses to and from the APA Annual Convention, to a graduate student who has demonstrated outstanding practice and application of psychology. This award is administered by the staff liaison for the Board of Professional Affairs, thus all correspondence, arrangements and notifications about this award will come from the Board of Professional Affairs, not APAGS.

A qualified candidate must demonstrate exemplary performance in working with an underserved population in an applied setting OR have developed an innovative method for delivering health services to an underserved population. Eligible candidates are encouraged to apply from all psychology sub-specialties (e.g. clinical, counseling, organization, school, health, etc.) and can be self-nominated or nominated by a member of the American Psychological Association (APA).

All self-nominations must be endorsed by a member of APA (i.e. faculty, supervisor) who serves the function of a nominator.

Required Materials: (a) 1000-word or less summary of work with an underserved population. That must include: a description of the student's work with an underserved population, an explanation of why said population is underserved, the status of the underserved population and number served, the nature of psychological services/work done, and its impact on addressing the needs of the identified population; and (b) a curriculum vitae and a letter of support from a member of APA, and in the instance of a self-nomination, verification that the endorser will serve the role and complete the functions of a nominator.

Upon receipt of the award, the nominator/endorser will be expected to prepare the text for the award citation, attend the APA Convention, serve as chair of the winners award address, introduce the award recipient, and prepare the written introduction for any publication wishing to publicize the award.

For deadlines and application materials, please contact Ayo Bello at *abello@apa.org*.

Ellin Bloch and Pierre Ritchie Scholarship

Ellin Bloch, PhD and Pierre Ritchie, PhD assisted with advocacy efforts to establish APAGS within APA in 1988. Each year, the APAGS Committee selects a research topic area that relates to an important social issue or an under-represented group in psychology. The 2009 Scholarship topic is "Integrated Healthcare." Funds for this must be used to support proposed research rather than to reward previous work. This $1,500 cash scholarship is open to doctoral students only.

Required materials: (a) A cover letter that includes the name of the scholarship for which you are applying; (b) a curriculum; (c) a 500-word statement addressing your short and long term professional goals, how the scholarship will help you meet these goals, and how the research will enhance your work as a psychologist; (d) a formal proposal (three pages maximum/ double spaced, references may be included on an additional page) including: a description of the proposed research, how your research specifically relates to the annually selected topic, and the need for funds; and (e) Two letters of recommendation supporting your application. Letters should address: your qualifications, your probability of benefiting from the research process, and how your research will benefit the discipline and your own future educational and professional goals.

Deadline: May 16th, 2009

Additional Information: Submission of all required materials and a cover letter stating the name of the scholarship for which you are applying constitutes a complete application. There is no form to fill out. Compile all required materials and mail them with your cover letter to:

American Psychological Association of Graduate Students
750 First Street, NE
Washington, DC 20002-4242

Emailed or faxed applications will not be accepted and applications received after their deadlines will not be considered or returned. Incomplete applications will not be reviewed and it is the responsibility of the applicant to ensure that all required materials are submitted to the APAGS office on time. If you would like to confirm that your complete application has been received on time, you may call the APAGS Central Office at (202) 336-6014. Winners will be announced by late August.

Scott Mesh Honorary Scholarship for Research in Psychology

Scott Mesh was one of the founding co-chairs of APAGS in 1988. This $1,500 scholarship named in his honor as appreciation for his initial work in launching APAGS, is intended to support dissertation research leading to a doctoral degree in the field of psychology.

Required materials: (a) A cover letter that includes the name of the scholarship for which you are applying; (b) a curriculum; (c) a dissertation proposal (three pages maximum/ double spaced, references may be included on an additional page) including: specific aims, background and significance, and experimental design of your research, and a detailed budget and justification; and (d) Two letters of recommendation supporting your application. Letters should address: your qualifications, how your research will benefit the discipline, and your own future educational and professional goals.

Deadline: May 16th, 2009

Additional Information: Send required materials to:

The Scott Mesh Scholarship, American Psychological Association of Graduate Students (APAGS), 750 First St., NE, Washington, DC 20002-4242.

Links to More Grants

http://www.apa.org/apags/members/schawrds.html

http://www.apa.org/apf/scholarships.html

http://www.apa.org/pi/wpo/financialaiddirectory.pdf

http://www.apa.org/science/dissinfo.html

http://www.apa.org/science/travinfo.html

http://www.ed.gov/programs/iegpsddrap/index.html

http://www.aera.net/grantsprogram/

http://www.nasponline.org/students/student_ scholarships. aspxs

Linguistic and Cultural Immersion in Panama

A Summer Study Experience in Panama

Session Dates: July 6 – August 2, 2009
Application Deadline: April 1, 2009
Program Cost: $ 2,719

Program Description

This program offers UW-Stout students a very special and unique opportunity for linguistic and cultural immersion during a 4 week excursion to Panama with Dr. Carlos Dejud and Professor Jill Stanton. This course addresses some of the core problems in service delivery to English Language Learners (ELL) children, youth and their families, particularly of Hispanic background. It intends to expose students to a wide range of contemporary issues and theories related to the impact of cultural and linguistic diversity on the cognitive, social and emotional development of children. Additionally, the program aims at providing intensive language training for beginner, intermediate and advanced Spanish speaking students to help them gain confidence serving ELL students.

Location

Panama, officially the Republic of Panama, is the southernmost country of Central America. Situated on an isthmus, it borders Costa Rica to the northwest, Colombia to the southeast, the Caribbean Sea to the north and the Pacific Ocean to the south. It is an international business center and the most industrialized country in Central America. By 1999, Panama controlled the Panama Canal that links the North Atlantic Ocean via the Caribbean Sea with the North Pacific Ocean. Panama's economy is mainly service-based, heavily weighted toward banking, commerce, tourism, trading and private industries because of its key geographic location.

The dominant feature of the country is the central mountain range that forms the continental divide called the Cordillera Central. The highest point in the country is the Volcán Barú which rises to 11401 feet. A nearly impenetrable jungle forms the Darien Gap between Panama and Colombia. It creates a break in the Pan-American Highway, which otherwise forms a complete road from Alaska to Patagonia.

Courses

Upon successful completion, students will receive 6 credits. Students will enroll in EDUC 400/600, Linguistic and Cultural Immersion in Panama and EDUC 336/536 Multiculturalism: Issues and Perspectives.

Housing and Meals

Students will live with a host family and will be responsible for their own meals.

Estimated Costs

Students will pay a program fee to UW-Stout to cover the cost of tuition and fees, health insurance, international student ID card, housing, local transportation and field trips. Passport fees, meals and personal expenses are paid directly by the students. Please note that the estimated program cost **does not include airfare**. Students will be responsible for making their own travel arrangements to and from Panama. It will be expected that students arrive at the given location at the specified date and time.

Eligible students can use their financial aid to help pay these expenses. Need based scholarships are available to eligible Wisconsin residents.

Estimated Program Cost:	$ 2,719
Estimated Personal Expenses:	$ 750
Total Estimated Costs:	$ 3,469

Eligibility

This course is open to students in School Counseling, School Psychology, Education and Special Education. All students must have beginning to intermediate level Spanish (oral and written). Students must be at least sophomore status, have a GPA of 2.75, and be in good academic standing at time of participation. They must also receive approval from the faculty leader for this trip, Carlos Dejud.

Passport/Visa

All students must have a valid U.S. passport for entrance into Panama. The current passport fee is $100. Students should apply for their passport no later than January to ensure summer participation. If students already have a US passport, be sure to check the dates of validity. It must be valid for six months beyond the return date to the US.

Application Procedures

Please make an appointment with the Office of International Education (OIE), 400 Bowman Hall, to review and receive the application materials. Completed forms are returned to OIE. A $100 nonrefundable application fee is paid to the Student Business Services Office located in the Administration Building at time of application. Once accepted by UW-Stout, a $200 nonrefundable service fee will be required to hold a place in the program.

University of Wisconsin-Stout Office of International Education
400 Bowman Hall
Menomonie, Wisconsin 54751
Phone: 715/232-2132   Fax: 715/232-2500
E-mail: globaled@uwstout.edu   Website: www.uwstout.edu/intl
REV 2/4/2009

Letter to the Readership ——————————————————————————————————

Dear Readership,

First, we express our appreciation to all of the persons who contributed to this edition of SASP News. We appreciate your volunteerism, enthusiasm, creativity, and bright ideas. Indeed, without you, we'd have no newsletter.

Second, we express our hopes to the readership in general. We hope the articles herein inform you of current and critical issues within the field of school psychology. We hope they equip you with innovations for enhancing your scholarship and practice. And, lastly, we hope they inspire you to give back to this fledgling publication—to share your innovations with your fellow graduate students via this newsletter.

Lastly, we express our admiration for all of the persons advancing school psychological scholarship and practice around the world. Your zealous commitment to improving and expanding our understanding of and service delivery for students and systems is contagious. You are exemplars to us. And, someday, when we grow up, we hope to be like you.

Sincerely,

Your 2009 SASP Executive Board

SASP Executive Board ————————————————————————————————

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.....
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